

A guide to the EYFS progress check at age two Babcock LDP

This guidance is based on the Statutory Framework for the Early Years Foundation Stage and A Know How Guide to the EYFS progress check at age two. It is intended to support practitioners within early year's settings who are undertaking the EYFS progress check at age two.

What is the EYFS progress check at age two?

When a child is aged between 24-36 months parents / carers must be given a short written summary of their child's development in the three prime areas of the EYFS: Personal, Social and Emotional Development; Communication and Language and Physical Development.

Why is there a progress check at age two?

The progress check has been introduced to enable earlier identification of development needs so that additional support can be put in place. This support may be in the setting or may involve outside agencies.

This progress check must identify areas where the child is progressing well, and identify any areas where progress is less than expected. Actions the setting intends to take to address any developmental concerns must be described including working with other professionals if appropriate.

Is there a statutory format for the progress check at age two?

There is no prescribed or standard format, however, Babcock LDP have developed a format and are encouraging all settings to use this. It can be found in the early year's section of the Babcock LDP website. Completed examples are also provided.

www.babcock-education/ldp/early_years

When should practitioners carry out the check?

The check must be carried out between 24 and 36 months. This allows flexibility for settings to carry out the progress check when it is best for the individual. The child should be settled and practitioners need to know the child. When planning the progress check the following should be considered:

- When the child joined the setting
- Individual needs and circumstances
- Parental preferences
- How many sessions the child attends

Where possible, the progress check should be completed in time for parents to share it with the Health Visitor team at the two year old Health and Development Review. In Devon this is likely to take place at around 2 years 3 months.

Who should be involved in the progress check?

The practitioner who knows the child best should complete the check; this will normally be the key person. The progress check should take account of the views and contributions of; parents / carers, other practitioners and where relevant other professionals working with the child.

Where possible the voice of the child should be included in some way. Very young children, and those with speech or other developmental delay or disability may not say anything or very little verbally, but they will communicate in other ways, for example through gesture, action, body language and signing.

The progress check aims to enable parents to understand the child's needs and, with support from practitioners, enhance development at home.

How should the check be carried out?

The practitioner should review and reflect on their knowledge of the child and observations based on what the child can do consistently and independently. They should seek the views of other practitioners and professionals who know the child well. Development Matters should be used to make a best fit judgement about the child's progress in the three Prime Areas, and identify whether a child is showing typical development for their age, may be at risk of delay, or has progressed beyond age related expectations. The practitioner should then draft some comments on the individual progress check and parents / carers should be consulted to arrange a time to discuss these with them.

Practitioners and parents should remember that children develop at their own rates, and in their own ways. The development matters statements and their order should not be taken as necessary steps for individual children and they should not be used as checklists. The age bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Children attending more than one setting or changing settings

Where a child attends more than one setting the progress check should be completed by the child's key person at the setting where the child spends the greatest amount of time each week. There should only be one progress check for each child. However, it is recommended that the views of other practitioners working with the child at the other setting / settings are taken into account

If a child moves settings between the age of 24 and 36 months, leaders and managers of the respective settings should agree which provider will complete the check if it has not already been completed. The progress check will usually be completed by the setting where the child has spent the most time to date.

Childminders

If a childminder needs support in preparing the progress check, or making referrals for children, they should contact their Development Worker (Noel Quinn). Funded childminders within Devon should contact their designated Children's Centre Teacher.

Children who do not attend an early years setting

The statutory requirement for a progress check at two relates to those children who are attending early years settings. If a two year old is not attending an early years setting then the EYFS progress check at two is not applicable to them.

What happens after the progress check has been completed?

When the progress check has been completed parents should be given a copy and a copy kept in the setting. Parents should be reminded to take the completed progress check to their child's Health and Development Review if this has not already taken place.

It is the responsibility of the parent to share the progress check with the Health Visitor team; the parent is the vehicle.

If there are concerns about a child's development in any particular area then a practitioner, the setting's SENCo, and the child's parents should agree to draw up a plan to meet the child's needs within the setting and at home, then carry out a further review at an agreed date. This may include the need to work with other agencies. Parents should be asked for permission to share information with relevant professionals.

What happens next?

When progress checks have been completed practitioners need to reflect on whether there are any implications for the setting:

- Are any changes in provision needed to support the development of individuals and / or groups of children?
- Do practitioners need further training to support the needs of individual children?
- How could relationships with parents be strengthened to support learning and development at home?
- Could partnerships with other professionals be strengthened to support children and families?

The on-going individual tracking of children's progress will help a setting to monitor the effectiveness of their provision.